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ABSTRACT

The case study contained in this document describes the Greek In-Service Training System (INST) for primary and secondary school teachers, critically analyzes INST's function, and delineates its future perspectives. The approach taken involves relating the INST to its socio-historical, -ideological, and -political context. An introduction announces this aim, defines terms, states the assumptions upon which the approach rests, explains the social, economic, and educational context, and describes the initial training of teachers. The next section describes in-service training for teachers, including post-initial education, the one-year in-service teacher training institutions, short in-service training courses and seminars, seminars and conferences organized by agencies other than the INST, school-focused in-service training, and proposed reforms. A section of critical comments is followed by a 22-item reference list. In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311169

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: GREECE

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
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*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
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41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
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2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
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15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
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24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
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41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
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*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
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22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
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5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
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*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
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*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Heirton	Debra W. Johnson
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*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
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6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
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24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
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*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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   City or Town RETHYMNON State or Province CRETE

   Nation GREECE

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   IN-SERVICE TEACHERS TRAINING IN GREECE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PROFESSIONAL, OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   Ministry of Education and other educational organizations

6. Basic characteristics of service area

   A. 51 sq. miles geographic size (such as square miles or kilometers)

   B. 10 M. population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. X nationwide

7. Year(s) covered by the case description _____

UNIVERSITY OF CRETE - FACULTY OF LETTERS
DEPARTMENT OF EDUCATION

IN-SERVICE TEACHERS TRAINING IN GREECE

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Professor of Education

RETHYMNON CRETE

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IN-SERVICE TEACHERS TRAINING IN GREECE

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A. Introduction

1. Aim of the study

This paper aims to present a description of the Greek In-service Training System for Primary and Secondary school teachers and also an evaluation and critical analysis of its function as well as a delineation of its future perspectives.We will also very briefly present the latest developments in the In-Service Training System in order to help the reader understand its present structures and the attempted critical evaluation.

2. Concepts and methodology remarks

The term, In-service Teachers Training (INST),has been given many definitions each of which reflects the different ways it is being interpreted and the various socio-political approaches to its function and orientation and quite often indicates separate types of training [1].

This is the reason why we will begin by defining the term and then portray the national, socio-economic and educational context in which In-service Training functions.It is also necessary to show clearly the criteria on which an evaluation of it will be based and also the perspective our critical analysis will be tried.

Two terms are used in Greece to point out the education received after the Initial Training.The education does not lead to the acquisition of recognised degrees[2].The terms are:In-service Teachers Training ,(Epimorfosi) and Post-initial Education(PIE),(Metekpedesi).Although there is not always and in all cases a clear differentiation between the two terms,the term In-service Teachers Training usually indicates long term or medium term educational activities available after the Initial Training which quite often aim to improve the teachers' professional performance and less often to update knowledge and working methods contributing to the workers' self-fulfilment.

Under the term Post-initial Education (Metekpedesi) we mean an education lasting for a long time and being offered after the Initial Training and aiming at providing specialized knowledge or preparing a cadre of top personnel. Post-Initial Education is usally confirmed upon the acquisition of a degree or certificate while In-service Training does not necessarily lead to such degrees.*The term Post-initial education is also sometimes used to indicate the completion of postgraduate studies at a University or other Higher Institutions although in that case the use of the term Postgraduate studies is more common in order to differentiate between the research focused University studies and the professional oriented Post-initial and In-service training.[3]

In this paper we are trying to present and analyse both INST and PIE in Greece as defined above. We will also include the Primary School Teachers'Post-Initial Training which was offered at the University of Athens many years ago and did not lead to acquisition of recognised academic degrees.We will not refer to the Greek postgraduate studies since they have not been planned to improve the professional abilities of the teachers and the present teaching methods.

The whole approach to the problem is set in the context of a socio-historical,ideological and political explanatory analysis, the theoritical background of which is defined by the following assumptions which consist the criteria on the basis of which the evaluation of the In-service Training System will be attempted.

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*The one year length In-Service Teacher Training is officially confirmed on the acquisition of a degree, the award of which is a matter in dispute in Greece.In-Service Training activities of shorter length lead to the awards of certificates of attendance.

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A. The basic training is being complemented and improved by the In-service Teachers Training.The former is a prerequisite for the latter. They are a continuum in that INST is accessible on the condition that basic training has occured.

B.The goals of the In-service Teachers Training should not only aim at the improvement of the professional performance of the teachers in order to help them serve more efficiently the implementation of a certain educational policy but also aim at the self-actualisation of the individual teacher and contribute to the way he/she conceives his/her professional role and the ineractions between education and society.[4]

We think that the types of In-service Teachers Training mainly directed to the improvement of the workers' performance, which performance is prescribed within the context of a certain policy ,have a clearly conformist character and their outcomes are limited to the technical modernisation of a process which they are unable to essentially change or influence . On the contrary, when an Inservice Teachers Training in addition to its above targets considers the role of each worker under a critical perspective and aims at his/her self-fulfilment, it is possible to function as a social innovating factor.

3.The Inservice training activities must be systematically programmed and organised. In the planning of the INST activities the opinions of all those who are directly or indirectly involved in education, identified teachers' needs concerning specialization,area and length of service as well as the broader goals of the education policy should be seriously taken into consideration .In other words ,we are considering the existance of a combination of fulfilled needs of the teachers as individuals , professionals and members of a socio-economic system and of needs arising from a broader educational system which is expected to serve a certain socio-economic policy. Although we are well aware of the fact that a harmony in the above need satisfaction is not always easily feasible and thus polarization inevitably appears we will attempt to analyse and criticize the In-service Teachers Training in Greece under the perspective of the above mentioned need satisfaction .

4.Although we think that under certain circumstances the compulsory attendance of INST educational activities is likely to occur, where imposed by various reasons , we believe that teachers' properly motivated active participation in the Inservice Educational process as well as their being sensitized to educational matters must also be pursued since such a participation is an indispensible prerequisite for a democratic INSET process, while the opposite may create autocratic types of education which usally serve specific political expendience.

5.The In-service Teachers Training must be directly linked with both practice and theory and as such should not be restricted to simply providing problem solving instructions and mere theoritical knowledge. In cases this dimension does not exist or is not prominent we consider that the whole process ends to a sterile verbalism or schemes of ready-made problem solutions, the efficiency of which we greatly doubt.

The basic assumption of this analysis is that In-service Teachers training like any educational process, is not independent of the broader national,social, political,and ideological context in which it functions ; its organisation, content and development are prescribed by that context.

B. The national, social and economic context.[5]

Greece,or officially, the Hellenic Republic, is a country located in the Eastern Mediterranean region, the extreme part of the Balkan penisula.It has a territory extending over 132.000 square Kms (or 51.182 square miles) and a population of about 10 million.

The creation of Modern Greece dates back to the 1821 revolution led by Greek nationalists against the Ottoman Turks to which Greeks were subjugated after the fall of Constantinople in 1453. The revolution resulted in the

creation of an independent Greek nation-state, officially recognised according to the 1830 London protocol.The free State limited to Peloponese and Main Greece gradually doubled its area and expanded to Epeirus, Macedonia, Thrace,Thessaly, Crete and other islands according to international agreements and after the two world wars in which it took part and the wars it resorted to in order to earn its Independence. The national disaster in Asia Minor in 1922 and the influx into the state of about 1,400,000 refugees ,the internal social and political upheavals culminated in the civil war in 1946-49 and also the military junta in 1967-74 , understandablely exerted a great influence on the development of the Modern Greece. The above invents slowed down the modernisation and liberalization of the economic and socio-political life in Greece and strongly affected its educational system.

After the fall of the military junta in 1974 democracy was restored and eversince the social ,economic and political life in Greece is in full development.

We should also add that the 400 years of Ottoman occupation,the victorious but long wars of independance and also the civil wars kept Greece away from the liberal movements in Europe and European Renaissance ,and seriously slowed down its growth. In the beginning of the decade of 1960 Greece was an underdeveloped country and most of the Greeks were involved in livestock farming, fishing, and agriculture .During the decade of 1960 there has been a shrinking of agriculture and an increase in the manufacturing and services sectors of the economy.

For a long time Greek administrative system was characterized of great centralisation.The Greek political system was mainly based on cliental relations, and the country's economy was highly depended upon the Western countries and especially U.S.A in the years after the 2nd World War.

To accomplish the social economic and political context of the In-service Teachers Training it is imperative that we should add in that the Turkish occupation and other factors prevented the growth of a feudal system in Greece which would cause the creation of high social ranks of nobles according to the Western social models. A result of this fact was the complete absence of strong social segregation,distinct class discriminations and social groups lacking and the sharing of a well formed social cousciousness. Consequently ,the inevitably created social obscurity facilitated the social mobility which was greatly affected by the educational system whilst almost the whole social class hierarchy with some exeptions* was developed around the State.

Finally, the modern Greek culture, inevitably influenced by the structure and content of the educational system was formed under the influence of various factors such as a) the Western civilization which traces its existance to ancient Greek and Roman civilization ,b)Eastern culture elements infused in Greek culture by the conquerors,c)the Christian Orthodox tradition and the various national and political conditions during the period of the Ottoman occupation and the years after the liberation.**

Additionally,the adherence to the Ancient Greek civilization together with the Greek Orthodox faith also played a significant role in that they were a source of an ideology which portrayed the context in which a new Greek modern ideology was perpetuated.

5. The Educational context

The development of the Greek educational system[6] has unavoidably influenced the type and content of teachers' education, and reflects the

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*We are referring to a small group of Greek millionaires and Greeks of the diaspora.

**We should state that the Greeks of the diaspora played a significant role in the war of Independance and developed a nationalism rooted in the Patriarchate of Constantinople and the ancient Greek civilisation and not limited to the boundries of the conquered land.

socio-economic development of the country. Greek educational system* has been from its start very centralised.It also imposed a rather latent uniformity as far as the syllabuses,the texts, the initial and inservice education of the teachers,and the administration of the schools are concerned.**Being weak to satisfy needs emanating from the industrial and technology development it has to a great extend been oriented to the offer of general education with emphasis mainly on classical studies .General and Vocational Education has not been developed until the middle of 1970.Prior to that time an attempt to integrate Technical and Vocational Education in the school curricula was made on private initiatives. As a consequence of the above situation was the one way interrelation between the Primary-General Secondary Education and the University Education.

The absence of serious economic and social changes was one of the reasons why the Greek educational system did not undergo rapid changes although several reforms*** imposed by the State, took place from time to time.

In the middle of 1970 ,there appears an educational mobility which caused several reforms due to the economic development .The new reform schemes however lack coherence and a precise and consistent educational policy.

6. The Initial Training of Teachers

The interrelation between the Initial and In-Service Teachers Training plays an important role in the analysis of our topic.Hence we consider that we should start first with an introduction to the initial education of Greek teachers.7

We would like to explain that there is a clear differentiation between Primary and Secondary school teachers.Until recently the former accomplished their initial education after having successfully attended a two year course in Higher Institutes, called Pedagogical Academies, while the latter had to attend a four year course at a University.The University level initial education was one of the demands of the Primary teachers Union and was recently satisfied. Thus,in 1984-85 the Pedagogical Academies and the Institutes for Nursery school teachers,gradually abolished until1988-89, were replaced by the newly established Departments of Education for Primary and Nursery school teachers

The Pedagogical Academies graduates received adequate pedagogical training and obtained teaching practice experience but did not acquire knowledge of specific scientific fields.The fact that their education was not of University level affected their social status. That is why their In-service or Post-initial Training was considered to be a social promotion and a prerequisite for securing education of a social status, top personnel cadre should have.

The University graduates**** acquire adequate education concerning their subjects of specialization but do not have the pedagogical and psychology grounding required for their appointment to a state school. In most cases the secondary school teachers initial training is focused on specialised scientific

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*The present structure of the Greek Educational System is , in general, as follows: The compulsory education startsat the age of 5 1/2-6 years and lasts 9 years.It is offered at the Primary School(Dimotiko) for 6 years and at the 1st cycle of secondary school(Gymnasio) for 3 year.It has been estimated that approximately 60 % of the children go to Nursery schools.The attendance in these schools is optional.The secondary school graduates may either enter the labor market or move on to one of the following types of the Lyceum: General,Multi-branched(Polykladiko),Technical and Professional Lyceum.(3 years' studies).The Higher Education is comprised of the Higher Technical Institutes(3 years' studies) , the Universities and other Faculties(4-6 years' studies).The entrance to the Higher Institutions is very competitive since it is based on examinations at a National level.

***There is a small amount of Private and Experimental schools in Greece which differ from the state schools in that they offer better education .They are obliged to adopt the state curricula and textbooks and comply with the state policy.

**The most important among them are the reforms, 1889,1914,,1929,1964,1976 , and that of the Goverment of PASOK.(See:CHATZIEMMANOUIL A. The Educational Reforms in Greece, in *Educational Encyclopedia, Ellinika Grammata , Athens 1967 vol. 2 pp.401-405*)

****In the past Physical Education,Homeconomics, Arts and Crafts, and a small number of Modern Languages teachers were not University graduates.Soon after their education was assigned to Universities they were required to hane a University degree .Yet ,there is still a number of teachers in some Technical Schools who re not University graduates.

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knowledge and is completely diverged from school reality*.An In-service Teachers Training for secondary school teachers should therefore include in its curricula courses aiming at meeting teaching needs.

As long as the belief that once one possesses a University degree is also qualified for teaching prevailed ,initial training focused on education psychology as well as methodology courses was not given priority and thus teachers could not be aware of the teaching task importance. In the last decades teachers realised that they should ask for that kind of education and press the Goverment to satisfy new needs.

B. The System of the In-service Teachers Training in Greece

The presentation of the system of the In-service Teachers Training of the Greek teachers includes all types of post-initial education and is characterised by its duration and the agents responsible for its organization.On the basis of its duration it falls into the following three divisions,a) Post-initial Training (Metekpedesi),b) One year In-service Training c) Short Inservice Training courses d)Accelerated short In-service Training Seminars.On the basis of the organizing bodies it is divided into a) the one organised by the Ministry of Education and b) the other organised by other educational bodies.

1.Post-initial Education (Metekpedesi)

Post-initial Education (PIE) in Greece appears to be the first systematized type of Inservice training.**Secondary school In-service training took place at the Didaskalio M.E in Athens,while Primary Post-initial training at the University of Athens and at the Pedagogical Institute (KEME)first and later on at a separate Institute called Maraslio Didaskalio .

a.Didaskalio M.E

It was established in 1910 on N.Exarchopoulos' initiative, first director of the Institute and professor of Education at the University of Athens.

Firstly ,it aimed at equipping secondary teachers with educational knowledge.To this end it offered threoretical courses in Education and also offered teaching practice which took place at Experimental schools affiliated to the Institute.

The laws passed in 1929-31 sought to change the operation of the Didaskalio M.E in that they introduced courses focused not only on education, psychology and methodology of teaching, but also in specialist subjects (literature, mathematics, sciences etc.).We can say that the education offered at the Didasklio M.E maintained the conservative ideology and the academic character of the Faculty of Letters of the University of Athens.

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*Only students from certain Departments of the Faculties of Philosophy and Theology are required to take Education and Psychology courses and have a basic teaching practice in Schools.Students from other Departments or Faculties are not required to take such courses.

Higher Education graduates who wish to teach in Technical Schools are obliged to attend a six month Psychology and Education course and also have a teaching practice in Institutes called SELETE and PAT

**Despite the fact that late in the 19th century,the need for in-service training was included in various educational provisions and other Educational Committees like that of the Primary School Association (1880) and also despite the fact that its importance was repeatedly underlined in official texts during the 20th century, systematic training for a satisfactory number of teachers was developed in the second half of the decade of 1970-80.

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Up to 1951 the education at the Didaskalio M.E lasted for one year while from 1951 to 1984 it lasted for two years.In the year 1984 the Institute stopped operating.The Didaskalio M.E admitted 50 students of at least five years' service who were chosen on the basis of higly selective examinations .

The study program of Didaskalio M.E. included subjects pertaining to Education, Psychology, Philosophy and Modern Language which were common for all the students and also subjects relevant to the specialization of the teachers.The teaching practice took place during the second year of studies and required that trainees observe teachings in classes in the 1st semester and in the 2nd semester demonstrate teaching.

The teaching staff of Didaskalio was comprised of a small number of permanent teachers which had a post-graduate degree and also teachers which worked on secondment or part time basis (university professors, counsillors, and members of the National Institute for In-ServiceTeacher Training and Educational Research-K.E.M.E , Inspectors etc.)[8]

b.Post-Initial Education at the University of Athens and Maraslio Didaskalio .

Primary and Nursery teachers post-initial training began in 1922 and was held at a specially organised Department at the University of Athens until 1964.The trainers were mainly prepared to become inspectors and influential decision-makers in the educational system.The courses offered academic education and practical training and were organised by professors from the University of Athens.*

In 1964 the training was assigned to the newly established at that time Pedagogical Institute.With the coup of 1967 and the ascendancy of the military regime into power the training was assigned again to the University of Athens.

In 1972 the Maraslio Daskalio for Primary teachers was established in Athens as equal to Didaskalio M.E.Since then it admits 70-100 teachers each year .Entrance was by examination in special subjects.The candidates should have had at least five years' service .In 1973 a number of 15-20 Nursery teachers were allowed to participate in the entrance examinations while in 1975 a Department of Special Education started operating at the Institute.

The study programs contained courses in Education, Educational Psychology,Children Development,Sociology of Education etc and also courses relevant to specialist subjects such as Greek Language and Literature, Greek History and elements of Mathematics and Sciences.The trainees were also obliged to attend a Modern Language course. The practical exercises as well as the synthesis of the teaching staff were similar to those of the Didaskalio M.E.[9]

a.Evaluation of the Post-Initial Education

No one doubts the positive contribution of the Post-Initial Education Institutions to the Greek Education.A large number of education top personnel cadre came from these Institutions.The prevailing pedagogy and teaching methodology in schools at that time were rooted in the education available at these Institutions . The teachers who taught there had completed their education overseas and especially in Germany. They were influenced by the educational trends prevailed in these countries and inevitably introduced them to Greek reality.It is worth mentioning here that some of important Greek.

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*According to the law decree 2-7-1923, each year 25 Primary teachers had access to the Technical Institute (Techniko Didaskalio) which operated until 1926.Laws 3600 and 4397/1929 provided for the organization of one or two years' length special courses (frontistiria) for complementary help to the Primary teachers in the Higher Agriculture Institute in Athens and in other provincial places.Teachers aged at least 40 were admitted by the above institutes for tthose special courses.This type of training was offered for a certain period and was regarded as equivalent to the University level in-service training. The graduates worked in the so called Sunday Schools which aimed at offering education to the farmers.

educators like Exarchopoulos, Glinos,Vourveris, Georgoulis who exerted a great influence on Greek educational matters were teachers at these Institutions.

It seemed that these Institutions were gradually preparing the future education inspectors, and influential decision -makers and were unable to meet the emerging needs of the great majority of the teachers.The whole framework of their operation (entrance examinations, advanced academic education etc), the one year duration of the studies and the lack of administrative flexibility,could not help them to respond to the rapidly increasing needs of the great majority of the teachers

The fact that they were located only in Athens created problems to those teachers who wished to follow the course and stayed away from the capital. Provincial teachers were particularly disadvantaged even though they were seconded and received financial support since they had to either abandon their families or move to the capital with them and meet the increased living expences.

After a short time of operation,these Institutions were considered to be conservative.So, after the restoration of the democratic goverment in 1974, the great majority of teachers, a number of educators representing the Greek education progressive movement and especially the teachers[10] Unions pressed the Goverment for innovations.

It seemed that even the regular graduates were not contented with their studies.According to a research conducted among the students of Maraslio in 1979, those who expressed satisfaction about their studies were less in number than those who expressed disatisfaction.[11]

The attempts against the operation of these Institutes culminated in the beginning of the decades of 1980, so as there were not enough applicants for all the offered places.[12]

As a result of the pressure of the above people was the decision of PASOK Goverment to abolish the Didaskalio M.E and close down the Maraslio Didaskalio M.E as soon the Universities undertake its operation.[13]

2.The one year In-Service Teacher Training (SELME and SELDE)

The education reform of 1976-77 created professional teacher training institutions, called SELDE for Primary school teachers and SELME for secondary school teacher.These were set up to train a geater number of teachers than the previous ones could do ,and especially be accessible to the provincial teachers.

The first SELME and SELDE were established in Athens and Salonika in 1978-79 and since then they have been operating in eight Greek towns.

Each year Athens and Salonika SELME take in about 200 teachers of all specializations and SELDE respectively 100 primary school teachers and 30 Nursery school Teachers .Each year the provincial SELMES accept 80 teachers which are distributed according to their specialization as follows:40 Philologists,15 Mathematicians,15 Physicists,and 10 Theologians.Each provincial SELDE takes in approximately 40 Primary School teachers only.

In general,each year 850 teachers attend SELME,a number which represents about 2% of the in-service secondary teachers,and 650 attend SELDE,a number which corresponds to the 1,5% of the in-service Primary and Nursery teachers.

Each year SELME and SELDE takes in teachers who have completed at least 5 years of service.They are chosen at random on a lottery* basis from a great number of applicants requesting a training programme.For one school year trainees are completely separated from their schools in order to attend these training courses.They are seconded and receive their salary plus a financial support of about 5,000 drs per month.

The SELME and SELDE are supervised by the National Institute for

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* In the first years of operation of SELME and SELDE selection was by length of service until the lottery system was introduced.

In-service Teachers training(KEME) which is an advisory unit to the Minister of National Education and Religion.The directors of SELME and SELDE are appointed by the Ministry and are usally university professors or members of KEME or inspectors or councillors. There is a uniform one year curriculum for each of them as stipulated by the organic Law for the Institutes.The structure of the study program in SELME and SELDE was similar to the one in the Didaskalio. In reality, the study programs and the textbooks are recommended by the directors of the Institute and the teaching staff.The trainees are awarded a degree after having successfully passed the relevant examinations.

a. Evaluation of SELME and SELDE

There appears to be some consensus among experts as far as the efficiency of SELME and SELDE is concerned.The one year course is a sufficient substitute for initial teacher training and offers some possibility for students to carry out some research type work.In the ten years' time of the operation of SELME and SELDE a number of about 10,000 teachers have been trained there.

Although the advantages seem to outweigh the disadvantages SELME and SELDE did not succeed in satisfying the needs of all theachers. Although the number of trainees was gradually increasing,those involved in the system were very small relative to the total number of applicants.It has been calculated that within 40-50 years all teachers will have been trained .This means that by that time a several number of them will have been retired[14]. Access is still difficult for some teachers even now that the system is more dicentralised .Teachers who live in distant places are reluctant to move home for one complete year,and inevitably those who are within easy reach of SELME and SELDE are more priveleged.

The table below bears out the above assertion since it provides the distribution by place of origin of the Cretan secondary school teachers who have been trained from 1981-82 up to now.*

	Theologians		Philologists		Mathematicians		Physicists		Total	
--	n	%	n	%	n	%	n	%	n	%
Chania	3	8,3	8	3,2	2	2	5	5,5	18	3,8
Rethymno	8	22,2	13	5,2	6	6	7	7,7	34	7,2
Iraklio**	24	66,7	208	83,9	90	90	75	82,4	397	83,2
Lassithi	1	2,8	19	7,7	2	2	4	4,4	26	5,5
Total	76	7,7	248	52,5	100	21,1	91	19,2	475	100

**the asterisks shows the place SELME and SELDE are located

Furthermore there are many difficulties with the present system.Selection is by lottery yet and the graduates of the institutions do gain some career advantage which is perceived to be an unfair way of promoting career development ,since some applicants may be lucky first time in the lottery while others may apply uncusseessfully for several years.

The study programmes, the organisation of the courses which require compulsory attendance and written examinations as well the teaching methdology and the way the practical training takes place do not a lot differentiate these institutions from the previous ones in that they have not been able to offer high-quality practical training.According to the results of a recent research[15] conducted among the trainees, Education, Psychology and

* The distribution of the in-service secondary school teacher by the four perfectures (nomoi) of Crete is as follows: Chania 252 (23,5%), Rethymno 137 (12,8%), Iraklio 535 (49,8%), Lassithi 149 (14,0%). Their distribution by specialization is respectively the same.

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Sociology courses are considered to be very useful to them.On the contrary, courses which involve subjects of specialization have failed in adding something new to the trainees' basic grounding as stated by those being questioned.

It is also assumed that the above training system due to its theoritical orientation has entirely failed in changing the attitudes of the teachers something which has been confirmed by research .*

In addition to all these the present system seems to be extremely expensive since it involves release and replacement for a complete year as well as tuition costs.It has been estimated that each trainee costs the Greek Goverment 1,500,000 drachmas**

The fact that the trainees are seconded creates on one hand problems to the schools since the new teachers are unexperienced young people who will abandon the school in one year, but on the other contributes to the decrease of the number of unemployed teachers.This does not mean that an" evil "may serve to heal another "evil" ***

There are also some other difficulties with the present system.The institutions find it difficult to obtain trainers. There are not permanent staffs in the institutions except for a very small number of trainers who moved to the Athens SELME after the Didaskalio M.E closed.Staff are selected by the Director following open applications in August each year and appointed by the Ministry of Eucation.

It is particularly dilfficult to find the proper lecturers since University professors are not interested because of the poor salary they get.In some cases the trainers have to move from distant places and the money the get is not enough to cover even their fares.

The shortage of the necessary resourse infrastructure(buildings,libraries, laboratories,etc) and the lack of interactions between trainers and trainees due to the absence of permanent staff and problems arising from the practical training such as the reluctance of both the students to be observed on their practice teaching and the regular teachers to cooperate with the trainees are amongst the disadvatages of the In-service Teachers Training system.

Finally,the failure of the system to satisfy all needs resulted in the participation of trainees who were completely indifferent but chose the courses in order to be away from schools for one year.A survey among the trainees showed that 18,04% decided to attend the courses because they should be released from teaching tasks.[16]

The above disadvantages inevitably caused disatisfaction among the teachers and very soon a radically different approach appears to be required.

3.Short Inservice Training Courses

Presidential decree 255/79 and A.S.E.P. Decree 14/61 provided for the operation of Short Inservice Training Courses lasting from 1 to 3 months and offering training to the future decision -makers, thw Schools Directors and to a special category of teachers.Although this system was seen to be less expensive and more flexible to get more students involved in it ,it was gradually abolished.In fact ,it never ran systematically since it was mainly organised for top level teachers and thus it was very difficult to meet the increased teachers' needs in such a short time.

We think that the possible reasons why this type of training never occured were due to the conditions formed by the present tradition and the initial aims of the In-service Training(preparation of decision-makers serving the implementation of the educational policy)andespecially the fact that the dearths

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* Evidence was provided from classroom observations made by the writer.

** It is estimated that the expenditure on each student is: 118,000 drachmas.(total educational expenditure/total number of students from all levels) (See: MINISTRY OF EDUCATION,The new school, Athens 1987, p. 50)

*** The time between the award of a degree and the appointment to a State vacant post varies from 4 to 12 years depending on the specialization. Mathematicians,Physicists, Philologists and Modern Language teachers wait for a longer period until they get appointed.

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of basic training of the teachers could not be satisfied in a short period.

4. Short In-service Seminars

These seminars last a few days (1-4)and provide the teachers with adequate updated information about the changes in the study programmes, the textbooks,the teaching methodology and also help the teachers implement the innovations in the class.

These are organised in Athens and/or other provincial places if requested by the teachers.In the past, seminars of that type were organised by the Inspectors and now by the Councillors/Advisers who replaced the Inspectors*

5.Seminars and Conferences organised by other bodies or agents

The centralisation of the Greek educational system and the fact that the Greek gonerments were empowered to exert absolute control on the implementation of the educational policy discouraged the organisation of educational activities which should not been completely approved by the Ministry.Thus teachers were allowed to organise or participate in educational seminars or conferences on condition that they should have secured the Ministry's permission.**

However from the middle of the 19th century up to now the teachers' Unions have shown a great interest in preparing high-quality school focused in-service seminars and conferences.These activities have never been legalized nor have they obtained a status corresponding to the state training.

Recently,teachers'unions in cooperation with school Advisers and /or other educational organisations such as the Union of Greek Philologists,the Greek Mathematical Association, the Greek Educational Assosiation[17] etc,have been undertaking remarkable activities in order to assist to the identification of teachers needs. Although these activities exert positive inlfuence on the professional role of the teachers they are not recognised by the State.

6.School focused In-Service Training

School focused In-service training is training which aims to meet the needs identified by schools or individual teachers and to improve the level of teaching and learning in the classroom.There appears to be some consensus among the teachers and the responsible for educational matters that the training offered by the state has not been adequate enough to satisfy all educational needs and therefore school focused-inservice training should offer the desired remedial training.[18]

School focused In-service Training assumes that the schools will manage their curricula in a manner which is rational and open to the involment of teachers.The notion of a school developing its curriculum provides, as pointed out by recent research,a context which supports the professional development of the teachers. Such a notion is difficult to be realised within the existing Greek school reality for the following reasons:

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* In the past school Inspectors supervised and controlled both schools and teachers.The Inspectors' jurisdiction reached all of ,the Greek perfectures (Nomoi).Under legislation introduced by the PASOK goverment in 1982, the system of inspectors was abolished and was replaced by a system of Councillors (Simvouli). The administrative duties of the former Inspectors have been undertaken by the present local Primary and Secondary directors while the Councillors are responsible for supporting and supervising the teachers.

** During the year 1978 the teachers were prohibited by the Ministry to organise any kind of educational training activities.This prohibition was imposed by the Ministry as an answer to the attempt of OLME (Secondary Teachers Union) to carry out,on its initiative in-service training seminars and conferences (see ADAM K., Secondary Education in: *Anti* ,1979,127,p. 19)

a.there is not much flexibility in school curricula.

b.the lack of resourse infrastucture (buildings, libraries, laboratiries etc) discourages the teachers to seek for their professional improvement.In many schools, teachers are reluctant to share classroom experience with their colleagues and cooperate with them in their needs' diagnosis.

Self-training however is difficult to be obtained since it is not been encouraged although according to a research results, the great majority of the teachers seeks for self-improvement through the study of books, peridicals,etc.

C. The Proposed Reform

The Goverment of PASOK prepared a blueprint law (1566/85) for Primary and Secondary education which included the creation of a network of regional centres for professional training known as PEC in its attempt to reform the educational system. The law also contained provisions for the operational context of PEC while the Presidentatial Decree 164/87 prescribed its administrative structure.PEC are to replace the existing SELME and SELDE and will be responsible for all training activities.However,PEC have not yet started operating since the conditions of their operation have not been provided.

The Goverment has taken certain steps to overcome the difficulties which are likely to arise from the implementation of the new educational measures.These include first, a UNESCO-funded consultancy which has involved a series of training-the-trainers seminars and a report on the whole project submitted to the Ministry of Education in 1987 and second, the establishment of a committee of national experts within the Ministry in April 1988.

The Committee taking into consideration the UNESCO project report as well as experts' proposals,formed the framework of the operation of PEC which was submitted to the Ministry in July 1988.[19]

In general, the basic proposals of the Committee are:

1.The In-Service Teacher Training is closely related to the initial training and aims to complement the teachers' basic grounding.It is imperative that the basic training should be improved on the basis of Education, Psychology and teaching practice training so as the inservice should not have been basic training centred.

2.It is also suggested that the differentiation between the primary and secondary in-service training schould be eliminated on condition that proper arrangements as to specialization, level of education (primary or secondary) or others will be made.

3.It is proposed that three separate Agents should be officially regarded as operating cooperatively and simultaneously.These are: the school, the PEK and the University.

A great emphasis should be laid on school-focused activities involving cooperation between schools and local community through an interacion based on exchange of culture experiences.Thus ,schools should be culture centres contributing to satisfying social culture needs.

The function of the school as training resourse should start on an experimental basis and be expanded to all schools on condition it meets with success.

PEK will mainly be responsible for the training offered by the State and will be known as the" teachers' homes" in that they will inform all teachers about teaching methodology and school life and also promote self-development and help the organization of high-quality school activities.

As opposed to SELME and SELDE they will be self-governed institutes. This means administrative and economic autonomy and also that they are allowed to develop their study programmes which will be adjusted to individual teacher need appraisal ,and on a regional basis organise a range of short term accessible to all teachers activities aiming at improving school performance.

According to the Committee report each PEC will have an administrative committee with a university professor as chairman and as members school Councillors together with representatives from nearest University professors, PEC trainers, and the regional teacher unions.The report also provides for the organisation of a regional committee which will support PEC and assist the formation of links between PEC and local community. The committee will have as chairman the Governor of each region and as members the PEC director and representatives from local authorities.

The Universities are considered as training resourses in that they should collaborate with PECS on organising research focused short courses and they should be open to schools.

The Departments of Education for the Primary Schools Teachers schould undertake to complement the basic training of the Primary and Nursery Teachers which have been graduated from the previous Pedagogical Academies and Nursery Institutes so as their degrees to be equivalent to those awarded from the present University level Department of Education as demanded by the Primary Schools Teachers Union (D.O.E.).

The Departments of Secondary Education incorporated in the Faculty of Letters or Sciences schould offer a complementary training to the secondary schools teachers, the initial training of which did not contain pedagogical courses.

A number of University postgraduate places should be released to the Primary and secondary school teacher who wish to become the future education top personnel (Councillors,trainee trainers,etc).

Finally, the Committee report includes the following types of training:

1.Introductory training: it is a short training course held at the beginning of each school year which aims to inform all new teachers about teaching methodology and school life. The significant role this training plays in the teachers' personal and professional development is being confirmed by the following:

a.new teachers are for a long time away from school reality until they get appointed to vacant state posts.

b. the probationary period is crucial in the professional life of the teacher as shown by recent research.[20]

The beginning teachers should work on a part time basis during their first year of service under the supervision of a nearest PEC trainer.It is also stipulated by the Committee that seminars should be organised at the end of the school year so as probationers'experience should be considered and compensatory assistance should be given if requested.

2.Periodical training: it is a four month training course organised by PEC, mainly aiming at providing the experienced teacher with updated information about specialist knowledge and teaching methodology and must be attended by all teachers every five or eight years of service. Trainees should be chosen on the basis of their past training experience, place of origin,length of service etc.The training will be expanded throughout Greece after being tried on an experimental basis.

3.Short training courses: these are courses of short length organised by PECS or other training agencies to inform the teachers about the changes in the educational system.

4.Special training courses for experienced teachers: as defined above under no 2.

Finally, the Committee has provided for the administrative and legislative regulations required for the report results realisation .

The Committee report will be judged by experts from the National Ministry of Education and representatives from the teacher Unions.

Thus,we are not still in the position to know the final operational plan of PECS.

C. Critical comments on the Greek In-Service Teachers Training System.

As pointed out above,there appears to be a clear interaction and relation between the socio-economic developments and changes in the educational system and the In-service Teachers Training, something which confirms our initial assumptions according to which the inservice training is being influenced by the socio-economic context in which it functions.

The slow rate of development of Greek economy and the resulting social immobility caused the increase of white-collars for state positions and services in the tertiary sector .Consequently, the educational policy served the above rapidly increasing needs and for a long time the educational system was oriented towards general academic studies aiming at preparing public servants.

Within this context, it is understandable that the teachers made no sudstantial efforts to revitilize their education since their initial training was adequate to satisfy the above mentioned social needs.

In the decade of 1970 however serious economic changes have occured and their social and educational impacts were very strong.A radically different educational approach appears to be required.Teachers seek for changes and press the Goverment to satisfy their demands.Amongst them In-Service Teacher Training is given first priority.

Prior to that time In-service Training known as Metekpedesi aimed at the implementation of the educational policy as defined and imposed by the National Ministry of Education and Religion.

Such a training prepared a cadre of top personnel ready to serve the state educational policy.Hence the Metekpedesi was not considered or envisaged as innovating procedure since it was never requested by the socio-economic reality of that time to function as factor bringing about changes.

Inevitably, a post-initial education intending to prepare the future decision-makers was highly selective in that it chose the able ones and also those who would comply with a certain educational policy and thus contribute to the reproduction of the social status quo.

Thus,all In-service Training types were formulated by the state and the offered education was under the control of the Ministry while any other initiatives directly or indirectly involving In-service Training activities were not supported by the Ministry.Further, the Universities or other self-standing educational institutions never organised post-initial training study programmes,except for those programmes being carried out by some institutions on the Ministry's request.

The teachers' unions sought for changes but were never heard or supported by the Ministry,while a school-focused training was not feasible since there was not any official encouragement.

Further, the underdeveloped Greek industry and also the very small to non-existing relation between educational activities and production processes resulted in the entire absence of enterprises and generally production units from the efforts aiming at organizing the In-service Teachers Training, as, except for some cases, occurs nowadays .

The In-service Training offered by the State characrerised, as pointed out above,of monopolization is completely in line with the fact that Greek In-service Training if considered on the basis of the teachers' participation in its being formulated and implemented is a passive procedure, the influence of which on the introduction of changes in the teachers' behaviors and attitudes is questionable.

The academic centred educational system, the prevailing theoritical training as to the practical one, permeated through Initial and In-service teacher education Training courses. Both trainings emphasized the offer of mere knowledge.

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The initial training of the teaching staffs and mainly that of the Secondary teachers never provided the teachers with the appropriate educational training and professional preparation. Hence the In-service Training complemented the Initial Training even after the former was expanded to a greater number of teachers in 1980.This is the reason why it was called by many experts " re-basic training " (epanekpedesi) and as such it required longer period to take place.

We must add in the above the importance of the role played by the following factor: the autocratic character of the Greek educational system prevailing till recently not only in the formulation and implementation of the educational policy,the relations among influencial authorities in the educational hierarchy but also in the relations between teachers and students.The student played a passive role in the whole teaching process.The teacher was the authority in that he possessed the knowledge which was undoubted.This situation was supported by the purely academic centred orientation of the Greek school which emphasized low-level cognitive aims and objectives but neglected emotional and socio-participatory objectives.

The teacher was the sovereign power in the class.His/her autocratic role was reinforced by the prevailing beliefs about his/her role in a broader social context. It is natural that under such circumstances that is the sovereignity of the teacher on one hand and the general respect payed to his/her face by the underdeveloped Greek society on the other,no doubts about the validity of the acquired knowledge and also the efficiency of the teaching aids could be generated.Hence professional security and stabilty are taken for granted by the teachers.Consequently, teachers never sought for complementary education[21] as they they could do if they were conscious of their deficiencies as to the knowledge being available or the teaching methods being in use.

Teacher need identification occured in Greece recently, after the restoration of the Greek democracy (1974 till today) and especially after 1981.The liberalization of the school ,the critisism on the autocratic teaching methods as well as the resulting upheavals in schools made the teachers reconsider their role.They felt their weaknesses more than ever and therefore they started demanding the proper education to equip themselves since the present experience was not adequate to help them face the emerging difficulties.

To the above teacher educational need identification contributed the access teachers had ,after the restoration of the Greek democracy, to decision-making situations[22],which access culminated in the years after 1981.

That is why the debate in Greece about the teachers In-service Training culminates in the above period and the exerted pressure forces the goverment to take proper measures.

The present educational reality in combination with the socio-economic and political changes taken place in Greece recently,makes us feel optimistic about the future of the In-service Greek teachers education.

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A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

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NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.